

# ***Destination Healthy Kids: Roadmap for Schools, Communities, and Health Organizations***

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Pamela Collins, MSA

Vice-President of Programs

# Who We Are?

- Oldest voluntary health organization in US
- Founded in 1904 to fight tuberculosis
- Grassroots organization: national headquarters (NY & DC), constituents, and affiliates.
- Over 1,200 staff nationwide and over 300,000 volunteers

# Mission

The mission of the American Lung Association is to prevent lung disease and to promote lung health.

# How Does Asthma Affect Children in Schools?

- Students and staff with asthma
- Potential asthma emergencies
- Student absenteeism
- Teacher absenteeism/reduced productivity

# School-Based Asthma Management

- Key Components
  - Access to healthcare
  - Students and school personnel education
  - Healthy environment
  - Physical education/physical activity

# Components of School-Based Asthma Education

- Students
  - Focus on specific asthma management skills
  - Communicating with parents and school personnel
- Parents
  - How to manage child's asthma
  - Communication among parents, healthcare provider, and school personnel

# Components of School-Based Asthma Education

- School Personnel
  - Use an Asthma Action Plan
  - Respond to emergencies
  - Recognize signs of an asthma episode
  - Help students manage their asthma
  - Provide asthma-appropriate physical activity

# What Will Asthma Education in the School Accomplish?

- Decrease asthma crisis in the schools
- Decrease student absenteeism
- Address strategies to maximize school's health
- Present opportunities to link with community partners



# How is Asthma Education in the School Implemented?

- Specific programs for those students with asthma
- Parent education opportunities
- School Personnel asthma in-services
- Work with community asthma coalitions

# Asthma Education for Students

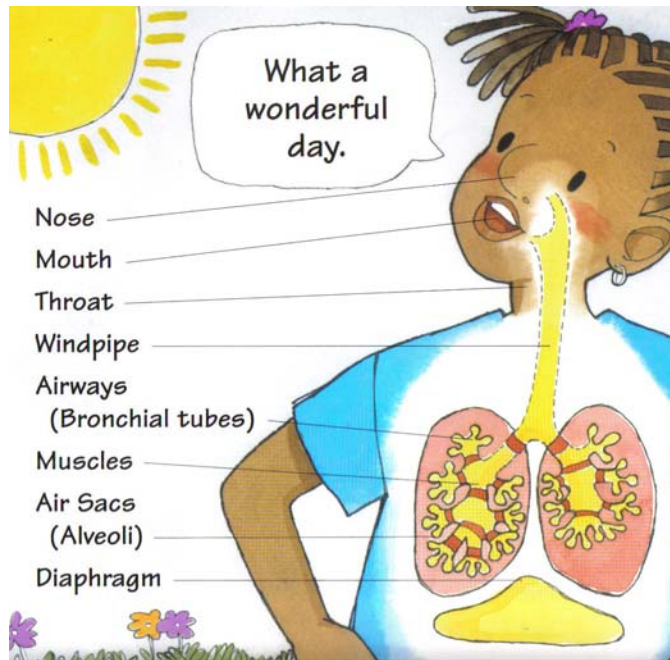
- Definition of asthma (signs and symptoms)
- Identifying and avoiding triggers
- Using peak flow meters
- Knowing their medication
- Administering medications

# Open Airways for Schools

Open Airways for Schools Program (OAS) is an asthma education program that empowers children (*ages 8-11*) to manage their asthma



# Curriculum Components



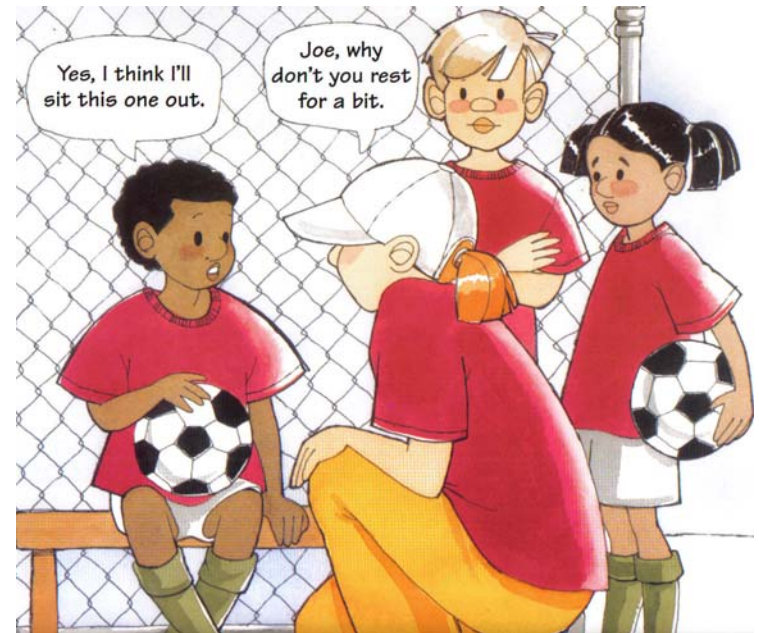
- Six 40-minute group lessons
- The OAS kit contains
  - Lesson Book
  - Posters
  - Students Handouts
  - Parent Handouts
  - Pre/Post Questionnaire
  - 3 Month Follow-up Survey

# Team Approach

Children with  
asthma  
+ their families  
+ teachers  
+ school nurses

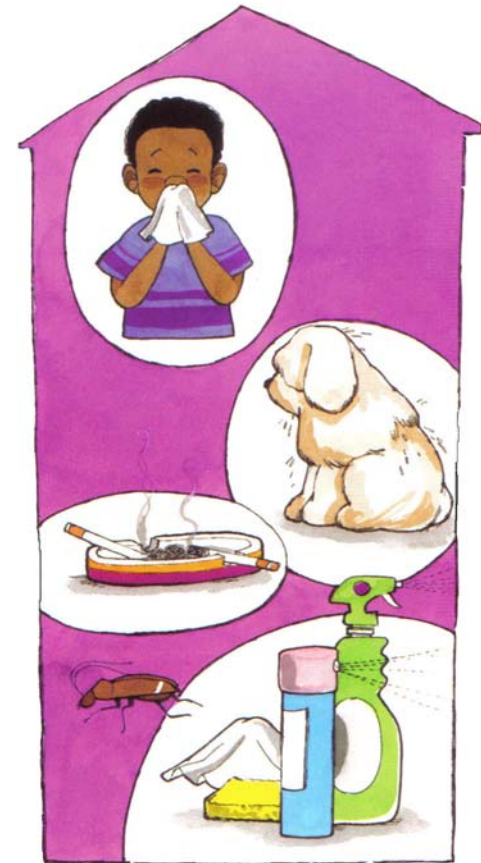


Success!



# Development

- OAS is based upon a program created and evaluated by Columbia University's College of Physicians and Surgeons
- Supported by National Heart, Lung and Blood Institute
- Recommended by the National Association of School Nurses
- Copyrighted by American Lung Association



# Educational Theory



- Jean Piaget Theory of Cognitive Development
- Hands-on
- Cause and effect



# Role Play

**It's the beginning of the second half of the basketball game during P.E. class.**

**Coach Baker:** I am taking you out now, George.

**George:** Why, Coach Baker?

**Coach Baker:** I don't want you to get sick with asthma.  
I don't know how to take care of it.

**George:** But, Coach Baker!

**Coach Baker:** On the bench, George!

**What can George say to his coach so that he can play basketball? What can George do?**

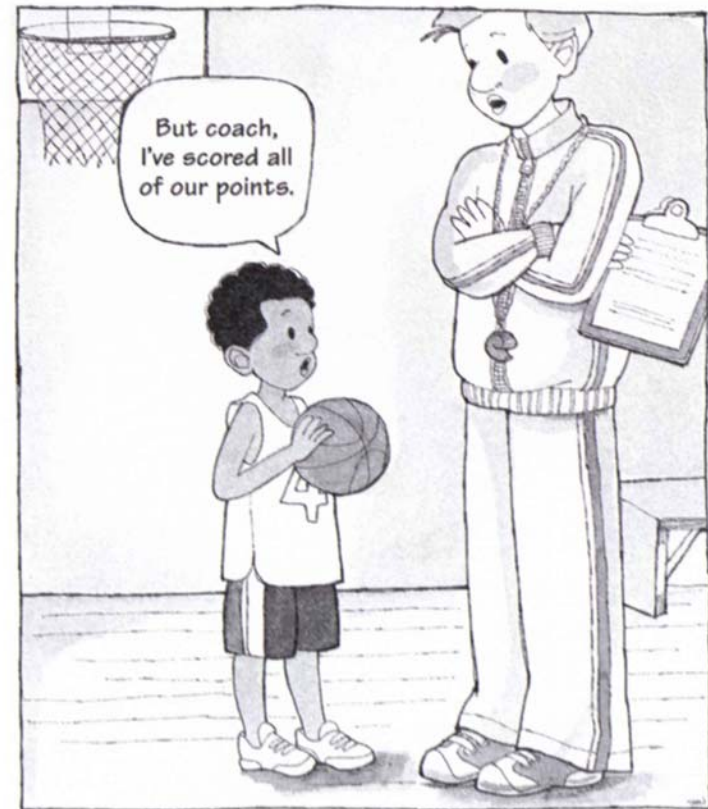
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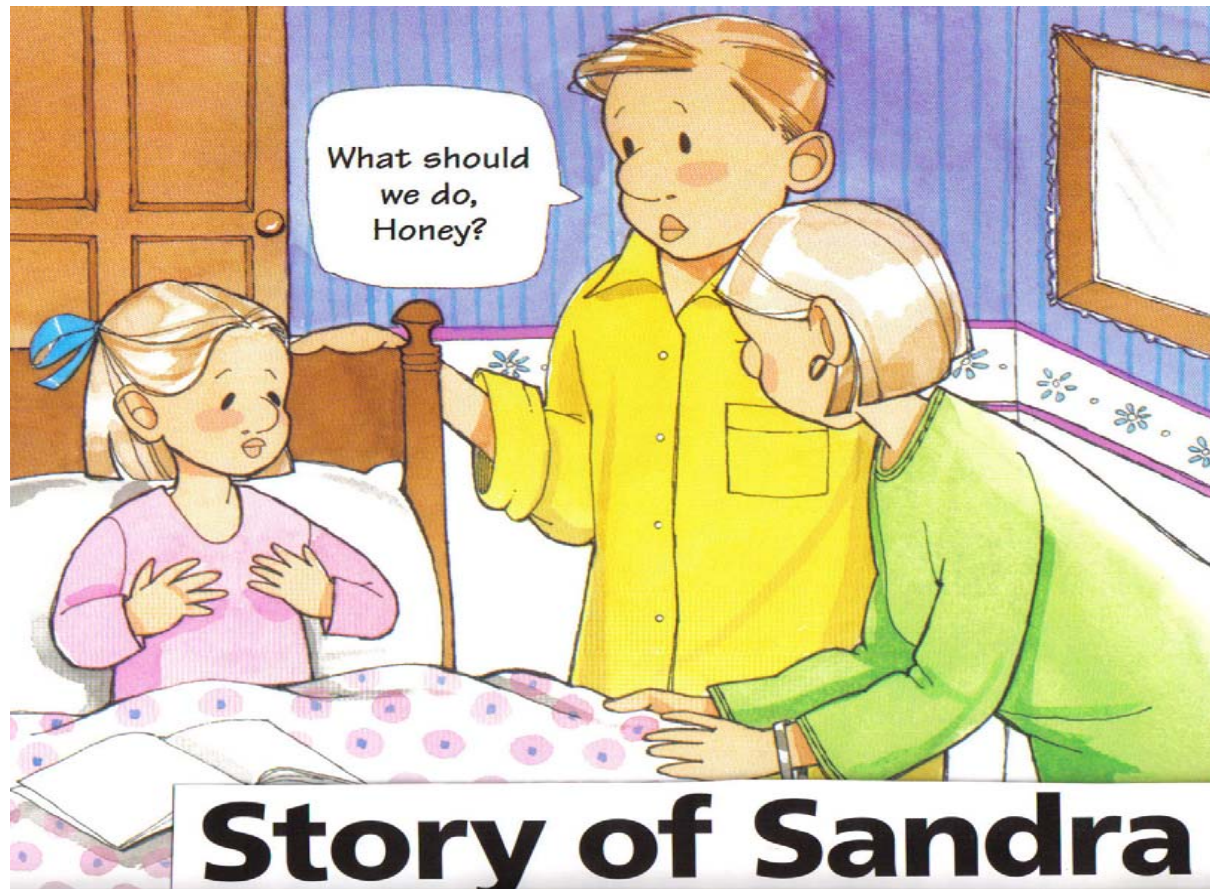
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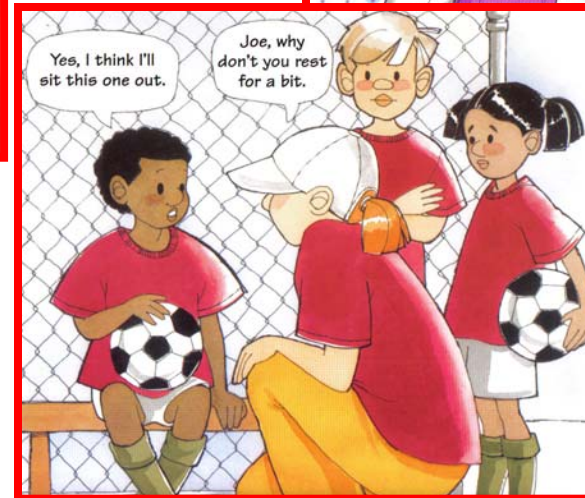


# Stories



## Story of Sandra

# Four Steps to Asthma Management



# Is it Working?

- 477 children enrolled in Georgia public school systems 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> grades increased their asthma management skills by 13.20% showed that they:
  - Had fewer asthma episodes
  - Improved academic performance
  - Gained confidence in their ability to manage their asthma
  - Exerted greater influence on their parents' asthma management decisions

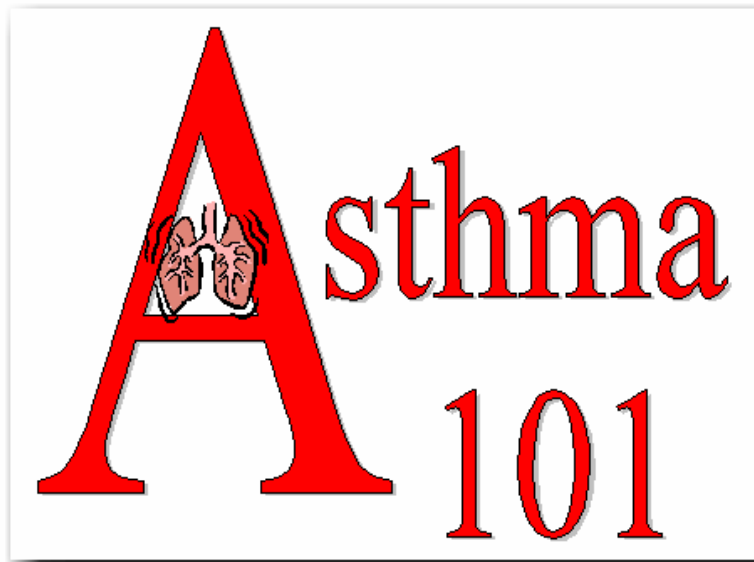
# Asthma Education for Parents

- Definition of asthma
- Asthma Action Plans
- School response/responsibilities
- Possibly identifying undiagnosed cases of asthma in students

# Asthma Education for School Personnel

- Definition of asthma
- Signs/symptoms of an asthma episode
- Asthma medications
- Responding to an asthma episode/using an Asthma Action plan
- Emergency protocol for students without an Asthma Action Plan

# Asthma 101








Basic asthma information to help parents, caregivers, and school personnel to effectively manage asthma in schools to promote a supportive learning environment.



# Curriculum Components

- One hour educational presentation
- Participants receive
  - 32 page Asthma 101 booklet
  - Asthma Management Plan Poster
  - Common Asthma Triggers Poster
  - Pre/Post Tests

Management of an Asthma Episode		
	1	Instruct the person to stop all physical activity. Remove the person from known triggers, if possible.
	2	Assist the person into an upright position. Encourage the person to remain calm.
	3	Ensure that the medication prescribed on the person's action plan is administered. This should be a rescue medication.
	4	Allow 15-20 minutes for the medication to take effect.
Implement the emergency plan if no relief is noted after the time specified on the person's action plan or if the following occur: <ul style="list-style-type: none"><li>- Peak flow falls below 50% (or value specified on the student's action plan)</li><li>- Retractions (neck area or space between ribs sink in with each breath)</li><li>- Posturing (hunched over to breathe)</li><li>- Person has difficulty walking, difficulty talking, or is unable to speak</li><li>- Lips or fingernails turn blue or gray</li></ul>		
	5	1. Administer emergency meds prescribed on the person's action plan. 2. Notify emergency services or call 911 3. Notify parent, guardian, or emergency contact

For more information on asthma, contact 1 800 LUNG USA 

# The Lungs of Asthma

Normal Lung Tissue




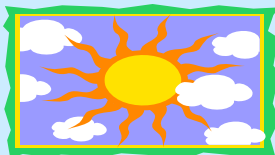

Asthma



Color plates used with permission from **DesJardins and Burton, *Clinical Manifestations & Assessment of Respiratory Disease*, 3E, Mosby, 1995**



# Classification of Asthma

Category	Days with Symptoms	Nights with Symptoms
		
Step 1 Mild intermittent	$\leq 2$ week	$\leq 2$ month
Step 2 Mild persistent	$\geq 2$ week	3-4/month
Step 3 Moderate persistent	Daily	$\geq 5$ /month
Step 4 Severe persistent	Continual	Frequent

# Successful Asthma Management

Requires teamwork  
between the:

- student
- parents/guardians
- primary health care provider
- school personnel

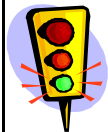


# Zones and Actions

	<b>Green Zone:</b> 80-100% of personal best No symptoms present	<b>GO</b>  Proceed with normal activities and continue daily medications.
	<b>Yellow Zone:</b> 50-79% of personal best Coughing, wheezing, and shortness of breath may be present	<b>CAUTION</b>  Step up medications as prescribed and reduce activities as indicated.
	<b>Red Zone:</b> < 50% of personal best Posturing, retracting, difficulty speaking, blue/gray nail beds	<b>STOP</b>  Implement emergency care plan and restrict activities.

# Asthma Action Plan

## Green Zone: Go



Peak flow number

\_\_\_\_\_ to \_\_\_\_\_

\*Breathing is good

\*No cough or wheeze

\*Can work and play

**Use preventive medicine.**

Medicine	How much to take	When to take it
_____	_____	_____
_____	_____	_____
_____	_____	_____

20 minutes before sports, use this medicine:

\_\_\_\_\_

## Yellow Zone: Caution



Peak flow number

\_\_\_\_\_ to \_\_\_\_\_

\*Cough

\*Wheeze

\*Tight Chest

\*Wake up at night

**Take rescue medicine to keep an asthma episode from falling into the red zone.**

Medicine	How much to take	When to take it
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Red Zone: Danger



Peak flow number

\_\_\_\_\_ to \_\_\_\_\_

\*Medicine is not helping

\*Breathing is hard & fast

\*Nose opens wide

\*Can't walk

\*Ribs show

\*Can't speak entire sentence

**Get help from a doctor now! Go to Emergency Dept. or call 911. Take these medicines until you talk with the doctor.**

Medicine	How much to take	When to take it.
_____	_____	_____
_____	_____	_____
_____	_____	_____



**AMERICAN LUNG ASSOCIATION®**

*Southeast Region*

# Is it Working?

- 552 participants representing Georgia public school systems increased their asthma knowledge by 16.12% and were able to:
  - Identify common asthma symptoms
  - Identify potential asthma triggers
  - Identify asthma medications
  - Differentiate between “rescue” and “controller” medications used in asthma management
  - Understand asthma and school issues

Pamela Collins, MSA

Vice President of Programs

[pcollins@alase.org](mailto:pcollins@alase.org)

770-434-5864, 521

***When You Can't Breathe,  
Nothing Else Matters ®***